COIL proposal

Title of COIL Project

Effect of CLIMATE RISK on exchange rate fluctuations and the economy

Partner information

Name lecturer/professor:	**Aleš Melecký, Karel Hlaváček, Eva Kovářová**	**Monika Wieczorek-Kosmala**
University:	**VSB-TUO**	**University of Economics in Katowice,**
City & Country:	**Ostrava, Czechia**	**Katowice, Poland**
Department and/or Program:	**Department of Economics**	**Department of Regional and Strategic Studies**
Module:	**International Monetary Relations, International Trade**	**Risk Management**
Number of students in module:	**15**	**19**
Level (year) of module:	**3**	**3**
Number of ECTS/credits:	**--**	**--**
Weight of COIL deliverables in ECTS/credits:	**--**	**--**
Have you taken a COIL training? If so, when? If not, are you interested?	**Yes, 2022**	**Yes, 2023**
Is this a new project or a repeating project?	**new**	**new**
Type of course/ module (face-to-face, fully online, or hybrid)	**fully online**	**fully online**

COIL project internationalised learning outcomes (1-3 only)

By the end of the project students should be able to:

- 1. develop an increased understanding of the climate changes by analyzing their impacts
- 2. understand the climate changes from the perspective of national economy and businesses
- 3. discuss and understand the cultural differences in understanding the climate changes and responses/reflection in different countries/industries
- 4. learn how to carry out team work in international environment
- 5. communicate under challenging circumstances (different unis, English technological challenges)

Description of the deliverables i.e. collaborative task and/or other student collaboration

Activity 1: Identification of country

Interview each other to select the country you wish to focus on in your project. You are free to choose the country according to your interest. However, the country must be vulnerable to climate risks. To help yourself, please study the data available in the Internet (e.g., presented by Swiss Re - regularly issued reports on natural catastrophes and man-made disasters).

Filter out the data on the climate related impacts faced recently (5 past years) by the country selected.

Run the brainstorming session to classify the climate-related risks you identified as either acute or chronic; justify your statement (provide some arguments to defend your position).

Activity 2: Sector

Please search the internet resources to provide some macroeconomic data to detect which sectors are the most vulnerable to climate change risks in the country of your interest (compare for instance data covering sectors such as tourism, farming, fishing, energy etc.).

Based on these data, please select one specific sector from this country that will be subject of further analysis in your project.

Following the climate risk scenarios, try to outline the optimistic and pessimistic scenario for this sector, given the increase of the temperature on the Earth.

Activity 3: Focus global trade and exchange rates fluctuation

Run the brainstorming session on how the climate risk may affect the global trade and/or impact exchange rates fluctuations, if the climate risk consequences will be faced by the country and sector of your interest.

Develop the list of possible impacts, for each impact - suggest at least one solution.

Design a way how to avoid/minimize the impact of exchange rate fluctuations to export or imports - using example of some company (e.g. dealing with foreign exchange rate risk)

Activities and deliverables will be based on the DO IT! COIL manual.

Start and end date of modules plus proposed COIL project start and end dates

- COIL project will start on 8 March 2023 (1st project meeting)
- COIL project meeting 22 March 2023 (2nd project meeting)
- COIL project will be finished on 19 April 2023 (3rd project meeting)
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- Two students' groups interim meetings

COIL PROJECT PLAN

Title of COIL Project

Effect of CLIMATE RISK on exchange rate fluctuations and the economy

Partner nr.1

Name:	**Aleš Melecký, Karel Hlaváček, Eva Kovářová**
Institution, City, Country:	**VSB-TUO, Ostrava, Czechia**
Department and/or Program:	**Department of Economics**
Module:	**International Monetary Relations, International Trade**
Number of students in module:	**15**

Partner nr.2

Name:	**Monika Wieczorek-Kosmala**
Institution, City, Country:	**University of Economics in Katowice, Katowice, Poland**
Department and/or Program:	**Department of Regional and Strategic Studies**
Module:	**Risk Management**
Number of Students in Module:	**19**

Language(s) of instruction at each institution

Czech language
English language
Polish language

Primary language(s) of most students in each course

Czech language
English language
Polish language

Language of student collaboration

English

Type of module (face-to-face, fully online, or hybrid)

fully online

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9. PRE-COIL: Description of how lecturers will prepare students for their COIL (e.g. intercultural communication, interdisciplinary collaboration, and/or technological support)

- Students will be prepared for the interdisciplinary collaboration and the technological support will be offered to them.

Description of icebreaker activity

- Brief introduction of each participant
- Brief introduction of photos of the city and photos of students, when were a child.

Description of the collaborative task and/or other student collaboration

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Resources students will use

Selected expert documents and other online sources:
Specified in the first presentation

- All documents is available in MS Teams

Technology choices for COIL collaboration

MS Teams, WhatsApp

Description of how the collaboration task(s) are graded (common rubric/ formative or summative assessment)

Common rubric will be used, assessment criteria are specified as follows:
Criteria (by Activity)

climate risk impacts - country level (max. 2 points)
1 - identification of climate impacts in the country of your interest
1- classification of climate risk (acute or chronic) and the related justification

Climate risk impacts - sector level (max. 6 points)
2 - analysis of macroeconomic data on sector level - to justify selection of the sector
2 - outlining the optimistic and pessimistic scenario for this sector, as regards climate risk

Impacts and solutions (max 6 points)
GLOBAL TRADE
2 - explain the long term impacts for global trade
1 - explain the impact on a cross-border trade of one company operating in a selected sector
3 - suggest the solutions

MONETARY FLOWS
3 - identify macro problems (explanation of the possible impacts)
3 - suggest the solutions

Quality of the presentation (max 5 points)
1 - overall design (parts, clear)
1 - all team members involved in the presentation
1 - references to all sources used
1 - communication (clearly explained)
1 - readiness to answer the questions from the audience

Interim meetings (max 1 point)
1 - for having two interim meetings (the confirmation shared with the teachers)

Description of student reflection

- Students expressed a high level of enthusiasm for participating in the COIL project. They appreciated the opportunity to work in international teams, which allowed them to exchange ideas and perspectives with peers from diverse cultural and academic backgrounds. Many highlighted that the project helped improve their English language skills and enhanced their communication and teamwork abilities. Additionally, they valued the opportunity to gain insights into climate-related challenges and solutions in different countries, particularly in the context of national economies and specific sectors. The interactive activities, such as brainstorming sessions and sector analysis, were noted as engaging and informative.

- However, students also pointed out some challenges during the project. Language proficiency varied across participants, sometimes hindering effective communication. Not all group members actively contributed to meetings or tasks, leading to uneven workloads and occasional frustration. Technical issues and scheduling conflicts also posed obstacles for some teams, though these were generally manageable with support from lecturers.

Lessons learned

The COIL project underscored the importance of thorough preparation and clear communication in international and interdisciplinary collaboration. Pre-project training in intercultural communication and team-building skills proved essential in helping students navigate cultural and linguistic differences. Despite some challenges, the experience reinforced the effectiveness of icebreaker activities in fostering group cohesion early on.

Future COIL projects should place greater emphasis on ensuring balanced group participation and accountability, perhaps by introducing peer evaluation or more structured interim check-ins. Addressing language barriers more proactively, such as offering additional language support, could further enhance communication. Moreover, maintaining a flexible approach to technology and scheduling, while establishing clearer expectations, could improve the overall collaboration experience. These lessons will guide the design of future COIL and BIP activities to maximize both student engagement and learning outcomes.